DOCUMENT RESUME

ED 050 324 AC 010 294

TITLE	Adult Education and National Development.
INSTITUTION	African Adult Education Association, Lusaka (Zambia).
PUB DATE	Apr 71
NOTE	21p.; Paper presented at Conference of the African Adult Education Association (3rd, Univ. of Dar es Salaam, Tanzania, April 19-24, 1971); Also presented at Nat'l Seminar of the Adult Education Association of Zambia, Lusaka, August 1969
EDRS PRICE	EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS	*Adult Education, *Conference Reports, *Developing Nations, *Industrialization, *Rural Development
IDENTIFIERS	Zambia

ABSTRACT

One conference address and two reports on adult education in Zambia are presented. The address is entitled "Adult Education and Industrialization" and the reports are "Adult Education and Industrialisation" and "Adult Education and Rural Development," respectively. (CK)

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Selected Papers

Originally Presented at the National Seminar of the Adult Education Association of Zambia, August, 1969, LUSAKA.

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by Mr. A. N. L. Wina

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In August 1969, the Adult Education Association of Zambia, with the assistance of the Department of Extra-Mural Studies of the University of Zambia, held a National Seminar on Adult Education and Development. The Seminar was trully national in character as it was attended by 58 individuals coming from six of the eight provinces of Zambia. Two Ministers of Cabinet rank, and two Ministers of State contributed to the deliberations of the Seminar.

The two addresses delivered to the Seminar by the Hon. W.P. Nyirenda, the Minister of Education, and by the Hon. J. M. Mwanakatwe, then Secretary General to the Govt., and now Minister of Finance, have since been publish into a booklet form and can be bought from the Adult Education Association of Zambia.

A full report on the Seminar, containing all the main and information papers, was produced soon after the Conference. The Report is out of print and copies are not available. However, as our contribution to this Conference being held here in Dar - es - Salaam, we have reproduced three papers from the report. In deciding what to reproduce the length, more than anything else, has been the determining factor.

The paper on "Adult Education and Industrialization" which was presented by Mr. A.N.L. Wina, himself a pioneer in Adult Education in Zambia, and one time a Cabinet Minister is one of the three papers reproduced here. The other two are the conclusions reached at the Seminar in connection with: Adult Education and Industrialization, and Adult Education and Rural Development.

It is hoped that this Conference will see from these papers that the situation in Zambia is very much the same as that in many countries faced with the task of development.

P. J. DAKA
HON. SECRETARY
ADULT EDUCATION ASSOCIATION OF ZAMBIA

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ADULT EDUCATION AND INDUSTRIALIZATION

An Address by Mr. A. N. L. Wina to the Adult Education Association of Zambia on Saturday, 9th August, 1969

Mr. Chairman, Ladies and Gentlemen:

It gives me great pleasure to be able to attend this conference organised by the Adult Education Association of Zambia, and to have been asked to make a contribution to its discussions on the subject of Adult Education and Industrialisation. I am particularly glad, because, not only have I been associated with Adult Education Development in this country for many years, but because the economic phase in which Zambia is now entering makes the role of Adult Education more significant in the process of Industrial Development.

What is Adult Education?

Several definitions have been offered as to what Adult Education is all about. I do not want to go into an exercise involving definitions because I know that I am talking to people who know. It will suffice for my purposes and for the purposes of this discussion, merely to differentiate Adult Education as dealing with the development of man, as separate from Adult Education as the bread earner for any young man or woman who wants to promote and enhance his standing and opportunities in the highly competitive society in which we now live.

I will not be academic: I will merely raise significant issues which with your own experience as Adult Educators, you may wish to expand and to discuss. I will merely provide pegs and hope that you will hang as many coats as possible on them.

I think it was Lymon Bryson who defined Adult Education more than 20 years ago as "All activities with an educational purpose that are carried on by people engaged in the ordinary business of life." Others have chosen to define Adult Education as the deepening of understanding of the human predicament that enables man to make relevant judgements and sensitive discriminations among values, the maturation of the individual.

But more elaborately John Stuart Mill, making the inaugural address as Chancellor of St. Andrews in Scotland, in 1867 said, and I quote: "Education, in its larger sense, is one of the most inexhaustible of all topics... Not only does it include whatever we do for ourselves, and whatever is done for us by others, for the express purpose of bringing us somewhat nearer to the perfection of our nature; it does more: in its larger acceptation it comprehends even the indirect effects produced on character and on the human faculties, by things of which the direct purposes are quite different; by laws, by forms of government, by the industrial arts, by modes of social life; nay, even by physical facts not dependent on human will, by climate, soil, and local position. Whatever helps to shape the human being; to make the individual what he is, or hinder him from being what he is not - is part of his education. And a very bad education it often is; requiring

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In other words, Adult Education makes a man whole, it keeps our minds discriminately open, it helps us to base our judgements on facts and not on prejudices, ensures social stability and it should direct social change and enlarge our horizons.

Every developing country faces problems in its programme for economic development. We have the peasantry group leading a subsistence life on the basis of what President Kaunda called the Mutual Aid Society. A society of inter-dependence based on the extended family system - everything that belongs to my brother is mine, everything that belongs to me belongs to my uncle. The incentive for competition, the incentive to produce more for oneself and therefore build a surplus for future use, the incentive to do better than the other - all of these are at their lowest in such a

...../to do

society. The premium is more on the cultural and customary relationship between individuals within the composite society and not so much on individual excellency, and the exploitation of economic opportunities as a reward for such efforts.

Obviously in the modern world - the 20th Century world - whether one lives in Asia, Africa, Europe or America, the trend towards highly competitive and more developed economical communities is irreversible. The only possible exception is perhaps on the moon - I gather that even there Aldrin had to prove his better faculties to out-bid Armstrong. So that industrialization which is the greatest economic development of the 20th Century, requires an individual who can continue to understand the different and modern developments of technology. Even in the more developed countries, there is no end to Adult Education programmes at all levels of management. The junior executive continue to seek time off to do more technical and management training and the top executive finds summer conferences and special conventions useful channels for exchanging ideas and for comparing notes.

In this country we have joined the race for industrialization much, much later. In other words, we are grafting ourselves to the tremendous progress already achieved by industrialized countries. This grafting exercise places us in a very difficult position, where we have to catch up and maintain our abilityto sustain and continue industrialization, and yet the human resources with which we have to achieve this programme are, in the majority, far less prepared culturally, educationally and technologically to accept the challenge which must be made. Somebody has got to produce a formula to enable us to meet this challenge and I see no better tool to do this than the facilities, programmes and opportunities offering themselves through Adult Education. We must prepare ourselves not to climb the ladder step by step but to achieve the impossible by climbing the ladder by four, five or ten steps at a time. It is obvious that a villager from Petauke or from Mansa will need to undergo severe training and experience before he can become a shift boss in the mines. It is obvious that a former school teacher of a standard 6 academic educational standard will have to do a lot more homework and undergo a lot more training before he can aspire to become Permanent Secretary in the Ministry of Works. It is quite obvious that a housewife who has lived most of her life with her husband in a remote village in Mankoya will need to do a lot more of self-improvement before she can fit herself in the turbulent urban community of Kabwata. In other words, through Adult Education we can prepare our people, who have not had the opportunity to undergo formal training, to accept the challenges of the industrial society. Indeed, the whole origin of Adult Education in Britain is to be found in Workers Educational programmes intended to meet this very challenge.

There is also another point. Zambia cannot continue to industrialize on the basis of expatriate expertise, using local capital. The stage must be reached when local personnel using local capital promote and sustain their own industrial programme. It is like being used to eating good food when you don't know how to cook it, and one day the cook will leave you and you will

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A lot of programmes are underway in Zambia intended to achieve just this. The National Insitute of Public Administration offer courses to adults in the Civil Service and in the public sector generally, giving them opportunities to advance. The mining industries spend an enormous amount of their annual budgets to prepare Zambians for higher and more responsible opportunities in their mining complexes. The private sector on the whole, continues in some cases to provide a budget for training and for Zambianization. All these point to the fact that we have recognized in Zambia, both the Government and the private sectors, the absolute need to bring our people at a much faster rate than would normally be the case in other countries, to the levels of technical efficiency required by the economy of the country.

I remember sitting at one Board Meeting of a Company where an executive director made the very important point, namely - that in order to safeguard the company's investments in the country and to ensure its continuous

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existence, it was necessary to Zambianize at as maximum a rate as possible, thus ensuring against the possibility of the future that may not be too far off, when the company will have to depend on its Zambian staff for its continued existence and operation in the country.

In a country like Zambia, where educational development has been neglected to a degree that amounts to criminal by the Colonial Regime, much of the man-power that we need to service our industries have not had the opportunity to experience formal and advanced education. It is only recently that Form 2 became a generally accepted qualification in the country. It is even much more recently that a G.C.E. qualification was possessed by only a handful of people. It is still news when one of our young men or women becomes a medical doctor or a chartered accountant, leave alone qualifications in engineering and architecture. In the broadest sense therefore, the chance for bridging the gap continues to remain in the programmes that are offered to adults in the different sectors of our industrial economy.

Mr. Chairman, if my discussion on Industrialization and Adult Education ended here, I would have done less justice to the topic than you would expect me to do, because there is another equally important aspect of Adult Education in the countries that are industrializing themselves. I am, of course, referring to the social problems that always accompany industrialization - the disruption of the family unit and the effects on rural cultures. Adult Education has a role, a much greater role, to play in reducing social disruption caused by rapid industrialization and urbanization.

In the village community, the members of the clan are held together by family ties, in the urban communities the concept of the extended family gives way under pressure to the somewhat individualistic form of life which has to be fully watched before it becomes harmful, not only to the individual but to society as a whole.

Thus through clubs, through sports organizations and through many forms of social activities that bring individuals together - a divisive and anti-social aspect of urbanization is controlled.

Many studies have been made in many parts of the world on this problem. Ebstein's study on the urban programmes on the Copperbelt and many others give us a guideline as to what happens when rural communities find themselves suddenly in an urban environment. It is the role of Adult Education to help to ensure peaceful change through education. It is a role of Adult Education to put into the minds of society better forms and better devices for the use of leisure time in a new environment. Too often Adult Education is taken to mean formal education only, and yet the widest interpretation of Adult Education would not leave out the very important role of planning for the better use of one's leisure time.

Zambia is among the more developed and economically stronger countries of Africa. We have the copper industry that is among the top three of the world producers; we have an economic development plan which is staggering by its assumed targets and we have foreign reserves that are healthy by any standards and which enable us to effort a higher rate of economic development, but we do not have the technical reservoir of manpower to ensure a continuous and progressive

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Mr. Chairman, Ladies and Gentlemen: it is now generally recognized that no economic system, especially an industrialized system, is complete without the essential mechanism for decision making. The people who make decisions must make decisions which represent the interests of the whole society and the whole society must remain the mirror through which decisions are judged as to their correctness or their lack of correctness.

..... in short,

In short, an industrial society must continue to remain a democratic society in which the whole development of the community must never be allowed to remain the responsibility of a few, but must continue to involve active participation of the whole.

Whatever ideological framework one takes as a case study and whatever form of organization humanity have evolved since creation, they have succeeded or fallen on the very relevant criteria - those who are entrusted with power exercise that power on behalf of, and with the support of those whom they are privileged to lead.

Adult Education can ensure that this is so.

Benthomite reformer Lovet, in collaboration with John Collins, published in 1840 a book entitled Chartism: A New Organization of the People, Embracing a Plan for the Education and Improvement of the People Politically and Socially. And I think a significant quotation from their work would give us the role of Adult Education in an industrial and democratic society: "How can a corrup government withstand an enlightened people?" and "Those who possess the power to elect must have knowledge, judgement and moral principle to direct them, before anything worthy of the name of just government or true liberty can be established."

In short, Ladies and Gentlemen, for the growth of our Zambian society, and the understanding of its humanistic nature, for the effective participation of our people in the technological revolution of our times and their active participation in a political society - Adult Education and Adult Educators must continue to remain very essential and active catylists in the national and industrial growth.

REPORT ON ADULT EDUCATION AND INDUSTRIALISATION

A. Definitions

While avoiding elaborate definitions, the group think it necessary to indicate that industrialisation involves production for the market in a money economy by means of mechanical or chemical processes. Industry may be sited in rural areas, but large-scale industrialisation involves large numbers of workers and consequently the growth of towns. A major economic problem of industrialisation is the provision of skilled manpower at all levels including managerial; social problems arise from the meeting and living together in unfamiliar situations of persons from diverse linguistic and cultural backgrounds. The question posed was: what contribution can adult education make to solving both the economic and social problems consequent on industrialisation.

B. The Zambian Situation

At independence, Zambia was in a very unusual situation. The country had a highly developed industrial sector, but was very ill-provided with adult educational and training opportunities. The urban community still included many persons coming from and conditioned by a rural background. Workers move very freely between jobs and post-independence Zambianisation has provided opportunities for upward progress. There are, however, still many workers with little basic education, and a recent survey of the labour force in one mine showed that 60% had inadequate knowledge of arithmetic and English for progress in their employment.

Attitudes to industry and to relations within industry have been affected by the fact that most industrial enterprises have been highly-capitalised large-scale institutions, run either by internationally connected firms or Government, and also by the fact that until the very recent past the top layer of employees was expatriate.

C. The Role of Adult Education

Adult education can have the following purposes, in promoting effective industrialisation and in solving problems posed by industrialisation:

1. Widening understanding of the industrial process and the economic process as it takes place in the Zambian context;

2. Encouraging Zambianenterprises to function effectively in building up new industries;

3. Training and re-training persons at all levels for work in existing industries;

4. Improving industrial relations;

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3. Training and re-training persons at all levels for work in existing industries;

4. Improving industrial relations;

5. Enabling workers to make use of their leisure both for recreation and improved living.

I. UNDERSTANDING THE INDUSTRIAL PROCESS

A. The Rural Areas

Since it is the rural areas from which the increased town populations come, there is a need to change the mentality of rural people. Work must continue to introduce them to ideas of modernised agriculture and of establishing small-scale productive enterprise in villages. The example of China may be quoted.

B. Within Industry

A worker who is familiar with his own section of an industrial plant needs to have his understanding deepened by the opportunity of finding our about the rest of his work's context. A number of companies, e.g. Kafue Textiles, do already provide courses for workers to enable them to see where they fit in to the whole enterprise. This type of educational work is to be commended and encouraged, and it needs to be conducted in such a way as to provide not only information but opportunities for individual workers to

think about their role.

C. In Society At Large

A number of influences and agencies can assist workers to appreciate their place in the economy:

1. The very mobility of workers not only renders them adaptable but also broadens their knowledge of social and economic inter-relations.

2. The mass media could do more to spread economic information and to provoke interest in industrial organisation. (The University of the Air's Economics courses could be translated into Zambian languages, for instance).

3. Bodies such as the President's Citizenship College and the University Extra-Mural Department must provide even more teaching than heretofore about economics, industry, planning etc.

II. ENCOURAGING ZAMBIAN PRODUCTIVE ENTERPRISES

A. Diagnosis of the Present Situation

The promotion of small-scale industry in the countryside is part of Government policy. The group recognises the difficulties apart from attitude of mind, these include a lack of capital, the opposition of entrenched interests and absence of business skills. But since the Economic Reforms there are very many opportunities for small-scale industry, particularly using the intermediate for technology, these industries may be owned by individuals or co-operatives.

B. Goals of Adult Education

Adult Education must:

1. Spread the information that there are forms of enterprise which require only modest capital and equipment;

2. Spread information on the opportunities available for small-scale productive enterprise in Zambia.

3. Provide enterpreneurial skills to individuals and co-operative members;

4. Teach co-operative principles.

C. Means of Achieving These Goals

Among means suggested are:-

1. Example - it is particularly important that people should see examples of successful enterprise. The schools have a role to play here, since in accordance with the principles of self-reliance they could be associated with a small business, e.g. a cannery, which would provide a local need, teach children about business and give an example to adults. Another valuable example is the YWCA's Buseko

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2. The provision of courses in business skills.

3. The inclusion of savings education and home-budgeting in various forms of training for women.

D. Agencies To Be Used

Amongh agencies which could help are:-

1. Private enterprise - a. more sales demonstrations of equipment need to be arranged in rural areas;

b. Firms such as RST could be copied in their share purchase scheme, which enables workers to build up capital for later investment in a small business;

2. The Ministry of Trade, Commerce and Industry, which has the knowledge and skill;

3. ZATA, which is an excellent channel of communication;

4. The mass media - who could publish examples of successful small-scale business enterprise;

~~5. The Community~~ Development Department.

6. The National Nutrition Commission which may encourage interest in setting up small industries to process local foodstaffs.

III TRAINING AND RE-TRAINING

A. The Character of Training

It may be that training is too formalised and divorced from the work situation and that even more training needs to be on the job.

B. Training of Trainers

Professional instructors should be used where possible. But certain skills can only be imported by those practising them. It is important that such persons be taught how to put over their skills; and in the case of expatriates they require special orientation, such as is contemplated by the Ministry of National Guidance, and an understanding that they themselves will not suffer economically by training a successor.

C. Apprenticeship and Artisan Training

A major problem discussed was the finding that rained artisans may be good technically but may not work well when left unsupervised. They often lack confidence due to job-fragmentation and the attitude of their superiors. The inculcation of the sense of responsibility depends on:

1. An emphasis on this during training;

2. A genuine entrustment of some responsibility to the artisan after training.

D. Zambianisation

The problems of misunderstanding between expatriate instructors/artisans and Zambian trainees/apprentices was extensively discussed. It was concluded that only the building up of confidence within the organisation can solve such misunderstandings.

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2. The Ministry of Trade, Commerce and Industry, which has the knowledge and skill;

3. ZATA, which is an excellent channel of communication;

4. The mass media - who could publish examples of successful small-scale business enterprise;

5. ~~The Community~~ Development Department.

6. The National Nutrition Commission which may encourage interest in setting up small industries to process local foodstaffs.

III TRAINING AND RE-TRAINING

A. The Character of Training

It may be that training is too formalised and divorced from the work situation and that even more training needs to be on the job.

B. Training of Trainers

Professional instructors should be used where possible. But certain skills can only be imported by those practising them. It is important that such persons be taught how to put over their skills; and in the case of expatriates they require special orientation, such as is contemplated by the Ministry of National Guidance, and an understanding that they themselves will not suffer economically by training a successor.

C. Apprenticeship and Artisan Training

A major problem discussed was the finding that rained artisans may be good technically but may not work well when left unsupervised. They often lack confidence due to job-fragmentation and the attitude of their superiors. The inculcation of the sense of responsibility depends on:

1. An emphasis on this during training;

2. A genuine entrustment of some responsibility to the artisan after training.

D. Zambianisation

The problems of misunderstanding between expatriate instructors/ artisans and Zambian trainees/apprentices was extensively discussed. It was concluded that only the building up of confidence within the organisation can solve such misunderstandings.

E. Legislation

It is hoped that Government will pass the promised Industrial Training Act in the near future. (It has been passed).

IV. INDUSTRIAL RELATIONS EDUCATION

A. Content of Teaching

Successful industry depends on sound industrial relations.

Education towards this includes:-

Management education
Principles of trade unionism
Information on Labour Legislation
Knowledge of Economics.

B. Agencies Concerned

Among important agencies concerned are:

The Management Associations

The President's Citizenship College

The Zambia Congress of Trade Unions.

C. The Role of Trade Unions

The Trade Unions are crucial in this field. The problems the group raised include:

1. How far can trade union leadership be professionalised?

2. How can workers' education be spread downwards through the ranks, in spite of problems of communication?

V. ADDITIONAL

In one morning's discussion, it is not possible to study all issues. Among other matters which need consideration are:

The provision of education for leisure and for improved urban living (e.g. Sports education, anti-alcoholism education, driver and road-safety education);

The role of Government in Industrial Training;

The concept of organisation development.

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REPORT ON ADULT EDUCATION AND RURAL DEVELOPMENT

Definitions

The group defined development as the ENHANCEMENT OF THE DIGNITY OF MAN, MENTALLY, MORALLY AND MATERIALLY. It was felt that Rural Development requires an ideology, a vehicle to inspire rural development and provide human motivation. The philosophy of humanism represents this ideology.

It was felt that the subject of Rural Development should be tackled by considering its three aspects, vis., economic, human and political.

Effective implementation of rural development depends on the full understanding of humanism by the rural people and on basing rural development schems on economic and social realities. Adult Education has a role to play in this respect.

(i) Literacy Work

The group considered it desirable for the contents of literacy and English courses to take a functional approach which would motivate people to learn things relevant to the particular needs of the area.

(ii) Maximum Use of Staff

It was noted that rural communities do not readily accept new ideas, and new people. This being the case, it was the opinion of the group that to make maximum use of the educated manpower, it was important that officers should remain long enough in one area to win the confidence of the people and ensure the continuity of work. These officers can be a stimulus to the nation's educational objectives.

(iii) Integrated Approach

Concern was expressed that there was insufficient co-ordination between the agencies furthering adult education, e.g. Department of Community Development, Ministry of Education and the Extra-Mural Department of the University. To get round this problem, it was recommended that at provincial and district levels, the Association should initiate an integrated approach in adult education programmes.

(iv) Fees Problem

The difficulties of running night schools in rural areas were considered by the group. The major problem was the inability of students to pay fees which in many cases cause rural classes to close and be transferred to urban centres. It was recommended by the group that a system of a sliding scale for fees should be introduced to assist rural people.

(v) Syllabus Reform

The second problem the group identified in the night school programmes was the syllabus which is designed and modelled on the

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(v) Syllabus Reform

The second problem the group identified in the night school programmes was the syllabus which is designed and modelled on the child education curriculum and geared to passing examinations. It was argued that certificates awarded to students in rural areas act merely as passports for the holders to go to urban centres to seek work. This causes a drain on manpower in the rural areas. It was felt that the syllabus needed revising to lay more emphasis on training in skills necessary for rural development, while, of course, making allowance for people to pursue a formal education if they so wish.

The group wishes to point out that a reformed syllabus will require specially trained teachers. It is necessary then that training facilities be arranged wherever practicable.

(vi) Service Centres

The policy relating to rural service centres was explained. It was stated that such centres will serve an area comprising regrouped villages which will retain their own identity. The group then recommended that adult education should be involved fully in the planning and implementation of such centres. It was recognised that this will be a long term project.

(vii) Political and Civic Education

With regard to the human aspect of rural development, adult education must pay attention to the rights and obligations of the individual and his participation in his local community life; so that the individual may fulfil his potentialities in all directions. This will mean involvement by the individual in civic education and cultural activities.

Successful adult education will depend to a greater extent on collaboration with local political leaders. The group recommended that all involved in adult education administration should take the initiative in keeping the ruling political leaders at all levels fully informed of the policies and programmes of their adult education activities.

(viii) Intrastructure

Many factors, such as roads, postal services, marketing, which do not fall within the responsibility of adult education, have marked effects on rural development,. An adequate infrastructure for rural development is essential to provide the basis for effective adult education in rural areas.

(ix) Loans

A special recommendation was made on the particular need to educate people about the meaning of credit; that any assistance received must be used for the purpose intended and such loans must be repaid according to the conditions of the loan.

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ERIC Clearinghouse
JUN 11 1971
on Adult Education